I. INTRODUCTION

1.1 Background of the Problem

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. In teaching process at school, writing as one of the language skills must be taught integrated with three other English skill namely listening, speaking, and reading by considering the language components such as vocabulary, structure, and punctuation. Those elements are related to some components of writing such as grammar, vocabulary, content, mechanics, and organization. It is relevant to the substance of education Competency Based Curriculum 2004.

Linderman as quoted by Hismiwarti (1984:11) states that writing is a process of communication which uses conventional graphic symbols to convey a message to the reader. It means that writing is process of sending message by using letters, punctuation, grammar, words or sentences as a graphic system. In doing this, students often feel frustration when they are asked to compose a piece of writing

because they do not understand well about grammar, lack of vocabulary, and are not able to formulate complex thoughts in English.

Next, writing is also a recursive process until the writer is able to compose correct composition writing since the writer needs to do the revision and to edit their writing task again after their first writing process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to get it right the first time, and are more willing to experiment, explore, revise, and edit. Furthermore, students need to write in the language through engaging in a variety of grammar practice activities of controlled nature. But in fact, students of SMA, especially students in SMA Surya Dharma 2 Bandar Lampung still have low ability in making their writing task. So, students need to be treated by a certain technique so that they can compose a correct writing because correct composition writing does not happen by accident. This is just like Waldrop (1985) said:

> "Before I write, I write in my mind. The more difficult and complex the writing, the more time I need to think before I write. Ideas incubate in my mind. While I talk, drive, swim, and exercise I am thinking, planning, and writing. I think about the introduction, what examples to use, how to develop the main idea, what is kind of conclusion to be used. I write, revise, agonize, despair, give up, only to start all over again, and all of this before I ever begin to put words on paper…Writing is not a process of discovery for me…The writing process takes place in my mind. Once that process is complete the product emerges. Often I can write pages without pause and with very little, if any, revision or even minor changes".

The writer chose descriptive text (especially the description of place) because based on School-Based Curriculum (2006), in senior high school, writing descriptive text is one of the ability that should be mastered by students especially at the first grade. In descriptive text, students need to give the detail information

about the topic very clearly so the reader can see, hear, feel, and taste what they are described. But most students still feel difficult to describe something clearly and make the reader cannot feel about the content of their text.

In order to solve this problem, teacher can use the effective technique to maintain students' writing process. Schafer as quoted by Reid (1981) states that writing more often seems to be a monolog with the writer attempting to identify or create an audience, with self-provided feedback. In this case, teacher needs to guide the students so that their writing will be understood by the audience or the reader. Referring to this, guided writing is one of such steps which are done by the teacher to improve their writing ability. Guided writing involves the teacher working with small groups of students. In this process, students apply the understandings they gained from modeled and shared writing sessions, with varying degrees of support from the teacher. The students explore aspects of the writing process, which have been demonstrated. The teacher predetermines the teaching focus from observations and analysis of students' writing. The session is focused on specific aspect of writing that students need to develop.

Further research conducted by Kirsten French (2008) found that the use of guided writing can significantly increase students' writing ability. By using this technique, teacher can improve students' writing ability in five elements of writing; they are content, organization, vocabulary, grammar and mechanic. In that research, she applies guided writing as a bridge between shared writing and independent writing that support students with helpful tools as they move into writing on their own. The researcher intended to find the effect of using guided

writing in students' narrative text writing text ability. While in this research, the researcher intended to find the effect of this technique in students' descriptive text writing ability.

Susan Hill (1999) states that guided writing involves individuals or small groups of students writing arrange of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation, and spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing frames or templates as scaffold for writing. One of guided writing types is model composition guided writing where students are given a model text that should be imitated by them in their writing task.

Hamalik (1983) as quoted by Asrori (2000) stated that the use of proper (good) strategies is believed to bring the satisfying learning outcomes for the learners. It means that by having good language learning strategy system the learner can make a good progress. In this research, researcher will use model composition guided writing as writing treatment or strategy to maintain students' writing process so that they can get the satisfying outcomes.

From the explanation above, the researcher tried to find whether model composition guided writing can be used as a technique to guide students' writing learning process so that the students can compose correct composition writing. The researcher applied this technique in maintaining students' writing process especially in making descriptive text by considering the use of correct grammar, vocabulary, content, mechanics, and organization of writing. This research was conducted to first year students of SMA Surya Dharma 2 Bandar Lampung, so

this research titled "Increasing Students' Descriptive Text Writing Ability through Model Composition Guided Writing at The First Year Students of SMA Surya Dharma 2 Bandar Lampung".

1.2 Research Problem

Based on the background of the problem, the writer puts forward the following research problem:

- Can model composition guided writing increase students' descriptive text writing ability?

1.3 Objective of the research

Based on the problem above, it can be stated that the objective of the research is to find out whether model composition guided writing can increase students' descriptive text writing ability or not.

1.4 Uses of the research

In this research, the writer hopes that the results of the research would be used to develop the educational sector, especially in students' writing ability. Furthermore, the uses of this research could be classified as follows:

1. Theoretical use:

   The results of this research may develop theories that the implementation of model composition guided writing can increase students' descriptive text writing ability.

2. Practical uses:

   After knowing about model composition guided writing, hopefully both teacher and learner can apply model composition guided writing in their learning writing.

1.5 Scope of the research

The research was conducted at SMA Surya Dharma 2 Bandar Lampung and the subject of the research was first year students taken from two classes. The writer took class X because according to the English syllabus of SMA, descriptive text is taught to the first year students of SMA. So, they should have enough capability in writing especially in language components such as grammar, vocabularies, content, mechanics and organization of writing.

This research was intended to investigate whether or not model composition guided writing can increase students' descriptive text writing ability. In this research, the writer only focused on the descriptive text writing (especially the description about place). Based on School-Based Curriculum, descriptive text is one of text types that should be mastered by the first year students of SMA. Hence, the research was focused on increasing students' descriptive text ability through model composition guided writing. The students' achievements of descriptive text evaluated were content, organization, vocabulary, grammar, and mechanic.

1.6 Definition of term

1. Writing is a complex skill where the writer should express idea, thought, and feeling of the writer in the written form.

2. Guided writing is the use of certain control or guide in pattern drills to help students produce a correct composition.

3. Model composition guided writing is a type of guided writing in which the teacher gives a previously text as a model to be followed by the learners.

4. Text is an autonomous object in the form of a list of characters which can be analyzed and described independently of particular context, writers, or readers.

5. Descriptive text is a text which describes a person, a thing, or a place using concrete and vivid details.